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## Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

### Webcast Series Part Six: Function of the Behavior

Chris Filler,  
Program Director Lifespan  
Transitions Center

Wendy Szakacs,  
Regional Consultant



A division of the ESC of Central Ohio

## SINCE LAST WEBCAST YOU FILLED OUT REINFORCEMENT

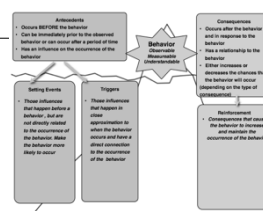




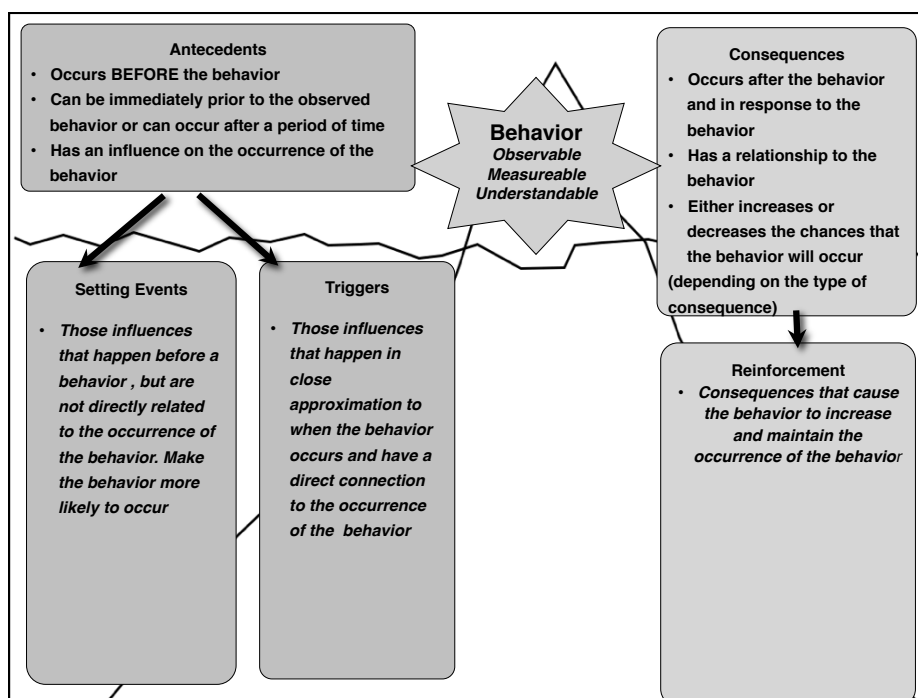
# Process of FBA for Individuals with Complex and Challenging Needs

## Expanded A-B-C

- Plug in Antecedents and Consequences based on knowledge of individual's specific and individualized information
- Draw Conclusions of what is driving the behaviors looking under the surface



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THE WHY WORKSHEET: What is Causing the Behavior? Why Does it Continue?		Worksheet for Step 2
Review what you have discovered		
When _____ is faced with these Setting Events.....		
And these Triggers...		
S/he engages in this Behavior:		
Which results in these Reinforcing Consequences:		
<p align="center"><b>Answering WHY</b></p> <p align="center">A-B-C information will “funnel” into the hypothesis formula statement. This statement summarizes what you discovered that causes and continues the behavior.</p>		
Function of the Behavior: Based on the information of the above setting events, triggers and consequences, _____ receives the following benefit(s) or function(s) from the behavior (select one or more):		
Obtains a Desired Object, Person, Activity or Experience	What is Obtained? Why does s/he want this?	
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit?	
Escapes an undesirable Task, Activity, Person or experience:	What is escaped? Why does s/he wish to escape this?	
Provides Communication	What is he/she communicating?	
Other		

THE WHY WORKSHEET: What is Causing the Behavior? Why Does it Continue?		Worksheet for Step 2
Review what you have discovered		
When <u>MOLLY</u> is faced with these Setting Events.....	<b>Mondays (schedule changes), Unfinished activities and transition away from these activities, Changes in Routine, Needing to Communicate</b>	
And these Immediate Triggers...	<b>Circle Time (which means academics), Being Touched and Shelly (in her space)</b>	
He/she engages in this Behavior:	<b>Screaming Loudly enough to interrupt class</b>	
Which results in these Reinforcing Consequences:	<b>Gets to leave circle time, gets to finish activities, gets personal space</b>	
<b>Function of the Behavior.</b> Based on the information of the above setting events, triggers and consequences, <u>MOLLY</u> receives the following benefit(s) or function(s) from the behavior (select one or more):		
<input checked="" type="checkbox"/> Obtains a Desired Object, Person, Activity or Experience	What is Obtained? <b>A preferred table activity</b> Why does he/she want this? <b>She wants to finish the activity, wants to do something that she finds interesting is capable of doing</b>	
<input checked="" type="checkbox"/> Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit? <b>Gets Personal Space</b>	
<input checked="" type="checkbox"/> Escapes an undesirable Task, Activity, Person or experience:	What is escaped? <b>Crowded space and academics</b> Why does he/she wish to escape this? <b>Because of sensory issues of touch and because academics are confusing and she is not generally successful with these tasks in circle time</b>	
<input checked="" type="checkbox"/> Provides Communication	What is he/she communicating? <b>"I need a Break" or "I need to leave this place"</b>	
Other		

## Review and Revise Challenges Area

- After the extensive FBA is completed, review and revise the “areas of challenge” as necessary.
- Be certain you have captured any additional underlying issues that lie beneath the surface

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Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		Student Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for <i>Communication skills</i>	<input type="checkbox"/> Circle Time Begins - Academic Demands - Shelly (Friendly and wants to pat, touch and high five Molly all the time) - Being Touched	Learning and Skill Development
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less Structured/Predictable Activities	Setting Events - Mondays (change of routine from weekend) - Poor Communication Skills - Unfinished Activity/ Rushing her through - Circle Time Begins - Space beginning to be "invaded"	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers... to tolerate.		
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express Calmly/Verbally her displeasure <input type="checkbox"/> Unable to Cope		
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested		

**Checkpoint!**

- Review Step 1: *Individual Challenges*
- Are there other factors that need to be added?
- Was new information discovered from the expanded A-B-C form or Why Worksheet?

**2** What are the Underlying Contributors to and Function of the Behavior (THE "WHY" WHY)

\_\_\_\_\_ is faced with the stressors of these setting events \_\_\_\_\_

and these immediate triggers \_\_\_\_\_

he/she engages in the identified behavior (above) which results in this type of reinforcing consequence \_\_\_\_\_

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual:

☐ A Sensory Experience or Physiologic Benefit: \_\_\_\_\_

☐ A Desired Object, Person, Activity or Experience: \_\_\_\_\_

☐ An Escape from an undesirable Task, Activity, Person, etc.: \_\_\_\_\_

☐ A Way to Communicate: \_\_\_\_\_

☐ Other Functions: \_\_\_\_\_

## Complete Step 2

- Use the “*Why Worksheet*” to complete Step 2
- Summarize the important settings events, triggers and reinforcement

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## BEFORE NEXT WEBCAST: UPDATE SECTION ONE

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Unmet Skill Development		Learning and Skill Development	
Environmental Mismatch and Change		Environmental Matches	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns		Sensory/Biological Preferences	
Social, Emotional & Communication Challenges		Successful Social, & Communication	
Difficult to Motivate & Narrow Interests		Motivation & Interests	

**2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")**

When \_\_\_\_\_ is faced with the stressors of these setting events \_\_\_\_\_

and these immediate triggers \_\_\_\_\_

he/she engages in the identified behavior (above) which results in this type of reinforcing consequence \_\_\_\_\_

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

- A Sensory Experience or Physical Benefit: \_\_\_\_\_
- A Desired Object, Person, Activity or Experience: \_\_\_\_\_
- An Escape from an Undesirable Task, Activity, Person, etc.: \_\_\_\_\_
- A Way to Communicate: \_\_\_\_\_
- Other Functions: \_\_\_\_\_

**WHAT'S MISSING?**

Behaviors are indicators of a missing or needed skill that will address issues identified in Step 3.

What skills does the individual need that were NOT identified in Step 3 in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self-Help, etc.)

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## BEFORE NEXT WEBCAST: COMPLETE SECTION 2 USING WHY WORKSHEET

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Unmet Skill Development		Learning and Skill Development	
Environmental Mismatch and Change		Environmental Matches	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns		Sensory/Biological Preferences	
Social, Emotional & Communication Challenges		Successful Social, & Communication	
Difficult to Motivate & Narrow Interests		Motivation & Interests	

**2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")**

When \_\_\_\_\_ is faced with the stressors of these setting events \_\_\_\_\_

and these immediate triggers \_\_\_\_\_

he/she engages in the identified behavior (above) which results in this type of reinforcing consequence \_\_\_\_\_

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

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- A Desired Object, Person, Activity or Experience: \_\_\_\_\_
- An Escape from an Undesirable Task, Activity, Person, etc.: \_\_\_\_\_
- A Way to Communicate: \_\_\_\_\_
- Other Functions: \_\_\_\_\_

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